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ABSTRACT

In winter 1993, Chaffey College (CC) in California experienced a 44% drop, over the previous quarter, in enrollments of students holding baccalaureate degrees. This decline coincided with the introduction statewide of a $33 per quarter unit differential fee for baccalaureate-holding students. Previously, there had been a $10 per quarter unit fee. To examine the fee's impact on enrollment, three slightly different versions of a survey were sent to baccalaureate students enrolled at CC in fall 1992 or winter 1993, including 276 continuing students, 388 students who enrolled in fall 1992 but did not re-enroll in winter 1993, and 96 new or returning students enrolled only in winter 1993. Response rates were 53%, 45%, and 63%, respectively. Study highlights included the following: (1) 65% of the non-returning respondents indicated that they were no longer enrolled because the new fees made college too expensive; (2) respondents tended to be employed either full- or part-time; (3) over half of the respondents took only evening classes; (4) 40% to 47% of the respondents were graduates of the California State University (CSU) system; (5) only 35% of non-continuing respondents were aware of fee waivers available to displaced homemakers and workers, and to students on public assistance; (6) continuing students were the most knowledgeable about the fee waivers and the most likely to have applied for and qualified for fee exemption; and (7) more than 40% of each group had annual incomes of over $40,000. Discussion of differences by gender and ethnicity, data tables, and the survey instruments are included. (PAA)

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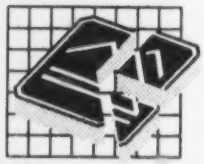

Institutional Research

The Impact of the Differential Enrollment Fee on Chaffey College Baccalaureate Students

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SUMMARY

Chaffey College experienced a 44 percent drop in baccalaureate enrollments in Winter 1993. The percentage of students with bachelors degrees in Winter 1993 differed dramatically from the proportion in the previous two winter quarters and the decline was far greater than the previous year's slight decline (less than 3%) between the fall and winter quarters. The decrease in enrollment coincided with the introduction of the new $33 per quarter unit differential fee for students with baccalaureate degrees and was statistically highly significant.

Chaffey College baccalaureate students were surveyed to determine the differential fee's impact on enrollment. In Winter 1993 three slightly different versions of a survey were sent to baccalaureate students who were enrolled in Chaffey classes in Fall 1992 or Winter 1993. Surveys were mailed to 276 Fall 1992 students who continued to Winter 1993, 388 Fall 1992 students who did not continue to Winter 1993, and 96 new or returning students who were enrolled only in Winter 1993.

Proportionately more surveys were returned by the continuing students. The respondents were found to be representative of the student populations from which they were drawn.

Survey findings included the following:

- Two-thirds of the non-continuing respondents indicated that the reason that they were no longer enrolled was because the new fees made college too expensive.
- Occupational programs enrolling the most respondents were accounting, computer information systems, nursing, radiologic technology, and real estate.
- Respondents tended to be employed either full- or part-time.
- Over half of the baccalaureate respondents took only evening classes.
- Forty to forty-seven percent of the respondents to each survey were graduates of the CSU system.
- A large portion (40% to 55%) of each sample's respondents had not received their baccalaureate degrees from a California public university.
- Respondents were confused about differential fee waivers available to displaced homemakers, displaced workers, and students on public assistance.
- Continuing students were the most knowledgeable about the fee waivers and the most likely to have applied for and qualified for an exemption.
- More than 40% of each of the groups had annual incomes over $40,000.

INTRODUCTION[1]

California Community College tuition, unheard of until 1984, has risen dramatically in the last year. As recently as 1984, the California Community Colleges charged no tuition or enrollment fee for students attending the state's 107 community colleges. In 1984, the state legislature imposed a community college tuition for the first time in the state's history. By 1991, the state legislature had revised the enrollment fee upward to a maximum of $100.

In August, 1992, as a result of the state's fiscal crisis, the state legislature voted to increase community college tuition to $10 per semester unit, or approximately $300 for a full load, and also to remove the maximum cap on annual tuition for non-baccalaureate students. Partly as a response to severe economic conditions but also to indicate an enrollment preference for first-time college students, a differential enrollment fee was charged all college students who had already attained a baccalaureate degree. Baccalaureate degree holders were charged $50 per semester unit or $33 per quarter unit beginning in January, 1993. Fee waivers were made available to bachelors degree students who were dislocated workers, displaced homemakers, or students on public assistance.

Fee increases have been found to lead to enrollment declines. A 1976 increase in student tuition at the New York state university system led to a precipitous drop in enrollment at the State University of New York (SUNY) and the City University of New York (CUNY) campuses (Freedberg, 1992).

Two studies conducted at California community colleges in the Sacramento area surveyed students with bachelors degrees who were enrolled in fall semester courses and found that the differential fee would deter the students' future

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1 An earlier version of this report was presented to the Research and Planning Group of the California Community Colleges on March 4, 1993.

enrollment in community college classes. The Los Rios Community College District surveyed all 4,009 Fall 1992 baccalaureate degree students attending the three district colleges. Almost half (48%) of the survey respondents indicated that they would not return to the Los Rios District colleges in the spring term. The new increased fees were the primary reason students gave for not returning (Los Rios Community College District, 1992).

An in-class survey at San Joaquin Delta College discovered that 38 percent of Fall, 1992 students with bachelors degrees would not return in the spring semester because of the higher enrollment fee. The prediction, however, was based on a smaller number of students than included in the Los Rios study. The sample included all students enrolled in selected classes, and only six percent of the 1,676 returned surveys were completed by students with bachelors degrees (Evans, 1993).

This study sought to find whether baccalaureate students' enrollment dropped after the imposition of the differential fee. Unlike the previous studies, which sought to predict student enrollment at semester system colleges in Northern California, the current research looked at the actual impact of the differential fee on enrollment decisions of baccalaureate degree holders in one of the four quarter system community colleges in California. Chaffey College, a suburban Southern California school in Rancho Cucamonga, experienced the full impact of the new fees in January 1993 when the Winter Quarter began.

The current research also sought to gain further understanding about bachelors degree students and questioned whether students were aware of and whether they had applied for fee waivers. Data for the research was obtained from the college student database and questionnaires sent to all Fall 1992 and Winter 1993 baccalaureate degree students.

The college student database was used to provide demographic information about all baccalaureate degree students who were enrolled in the fall and winter

terms of the three most recent academic years: 1990-91, 1991-92, and 1992-93. Information provided for each student included, gender, age, ethnicity, educational goal, grade point average, and academic terms of attendance.

Surveys were designed to gain additional information about Chaffey College students with baccalaureate degrees. Three different forms of the survey were used, and forms differed slightly according to whether students were continuing, new or returning students, or non-continuing students in Winter 1993. All questionnaires asked about students' enrollment in occupational major programs and other courses, class schedules, bachelor's degree institutions, current employment status, reimbursement by employers, and household annual incomes. Surveys also inquired whether students were aware of, had qualified for, and had applied for fee exemptions and offered them an opportunity to give advice concerning what Chaffey College can do to improve services to students. An additional question on the surveys of non-continuing students asked students in the non-returning sample why they were no longer enrolled.

FINDINGS

In Fall Quarter 1992, Chaffey College enrolled 664 students with bachelors degrees. In Winter 1993, however, the number of bachelors degree students attending Chaffey College declined to 372, or by 44 percent.

The Winter 1993 baccalaureate students were slightly more likely than their counterparts in previous terms to be female. As can be seen in Table 1, which shows the numbers and percentages of Fall 1990 through Winter 1993 baccalaureate students according to gender, age, ethnicity, educational goal and mean grade point average, the proportion of female bachelors degree holders increased to 60 percent, or the highest level in the three years studied. The data suggest that male baccalaureate students may be slightly less likely to enroll in classes with an increased fees.

The imposition of the differential fee did not seem to deter enrollments according to age groupings, ethnicity, educational goal, or academic ability. The comparisons of Winter 1993 baccalaureate students, according to these demographic characteristics, reflect consistent trends. The largest portion of the Winter 1993 baccalaureate students were in their thirties and white. Over a quarter (26%) of students with bachelors degrees attended Chaffey to acquire job skills and nine percent intend to complete a vocational certificate.

African-American students were the one possible exception; the percentage of black bachelors degree holders comprised a higher proportion in Winter 1993 than in previous quarters. Although the percentage of African-American students with bachelors degrees had grown from eight percent in Fall 1990 to nine percent in Fall 1992, the proportion of black students with degrees increased by two percentage points, (to 11%), in Winter 1993.

TABLE 1
CHAFFEY COLLEGE BACCALAUREATE STUDENTS,
BY GENDER, AGE, ETHNICITY, EDUCATIONAL GOAL, AND MEAN GPA

	ACADEMIC TERM											
	FALL 90		WINTER 91		FALL 91		WINTER 92		FALL 92		WINTER 93	
GENDER												
FEMALE	312	55.0%	326	52.9%	416	57.1%	382	53.9%	383	57.7%	224	60.2%
MALE	255	45.0%	290	47.1%	312	42.9%	327	46.1%	281	42.3%	148	39.8%
AGE												
29 OR YOUNGER	79	13.9%	83	13.5%	112	15.4%	116	16.4%	127	19.1%	71	19.1%
30 - 39	208	36.7%	246	39.9%	242	33.2%	266	37.5%	229	34.5%	136	36.6%
40 - 49	177	31.2%	178	28.9%	231	31.7%	204	28.8%	193	29.1%	101	27.2%
50 - 59	69	12.2%	72	11.7%	93	12.8%	80	11.3%	77	11.6%	41	11.0%
60 OR OLDER	34	6.0%	37	6.0%	50	6.9%	43	6.1%	38	5.7%	23	6.2%
ETHNIC												
ASIAN	52	9.5%	56	9.6%	80	11.6%	89	13.2%	80	12.6%	46	12.8%
AFRICAN AMERICAN	43	7.9%	47	8.0%	58	8.4%	52	7.7%	59	9.3%	40	11.2%
FILIPINO	17	3.1%	20	3.4%	26	3.8%	32	4.7%	42	6.6%	28	7.8%
HISPANIC	49	9.0%	52	8.9%	79	11.4%	76	11.3%	62	9.8%	30	8.4%
WHITE	379	69.5%	407	69.5%	438	63.3%	419	62.1%	379	59.7%	208	58.1%
OTHER	5	.9%	4	.7%	11	1.6%	7	1.0%	13	2.0%	6	1.7%
GOAL												
BA + AA	18	3.2%	34	5.5%	49	6.7%	49	6.9%	53	8.0%	33	8.9%
BA, NO AA	24	4.2%	28	4.5%	39	5.4%	37	5.2%	43	6.5%	28	7.5%
AA, NO TRANS	17	3.0%	19	3.1%	27	3.7%	28	3.9%	32	4.8%	20	5.4%
AS, NO TRANS	9	1.6%	4	.6%	7	1.0%	8	1.1%	7	1.1%	4	1.1%
VOC CERTIF	59	10.4%	53	8.6%	65	8.9%	66	9.3%	67	10.1%	35	9.4%
DISC CAREER INT	1	.2%			2	.3%	1	.1%	5	.8%	9	2.4%
ACQUIRE JOB SKILLS	150	26.5%	158	25.6%	206	28.3%	197	27.8%	191	28.8%	97	26.1%
UPDATE JOB SKILLS	2	.4%	6	1.0%	7	1.0%	5	.7%	8	1.2%	20	5.4%
MAINTAIN CERTIF OR LICENSE	1	.2%	1	.2%	1	.1%			1	.2%	1	.3%
ED DEVELOPMENT			4	.6%	4	.5%	5	.7%	1	.2%	10	2.7%
BASIC SKILLS			1	.2%	2	.3%	2	.3%			2	.5%
UNDECIDED	4	.7%	3	.5%	2	.3%	2	.3%	4	.6%	7	1.9%
UNCOLLECTED	282	49.7%	305	49.5%	317	43.5%	309	43.6%	251	37.9%	105	28.3%
MEAN GPA	2.9		3.0		3.1		3.0		3.0		3.1	
TOTAL	567	100%	616	100%	728	100%	709	100%	664	100%	372	100%

Comparisons with Past Years

Enrollment totals normally vary from quarter to quarter, depending on course offerings and numerous other variables. As can be seen in Table 2, there were only slight differences between fall quarter baccalaureate enrollment and winter quarter figures in the previous two years. Between Fall 1990 and Winter 1991, the number of baccalaureate students increased by nine percent, while between Fall 1991 and Winter 1992 baccalaureate students declined by three percent.

The decrease in students with bachelors degrees in Winter 1993, however, was dramatic. Between Fall 1992 and Winter 1993, when the differential fee was imposed, the number of degree-holding students declined by 292, or by 44 percent.

TABLE 2

Academic Year by Term

Year	Fall	Winter	Difference	Percent of Change
90-91	567	616	+ 49	+ 9%
91-92	728	709	- 19	- 3%
92-93	664	372	- 292	- 44%

The decline of baccalaureate students' enrollment after the imposition of the differential fee was also statistically highly significant. A chi-square performed with the data yielded a value of 66.15 (2 df, $p = .00$).

Baccalaureate Student Surveys

Student information for the Fall 1992 and Winter 1993 students was compared to identify students for the three samples A total of 760 baccalaureate students attended Chaffey College in one or both of the two quarters. The samples for the three surveys were as follows:

- 276 Winter 1993 bachelors degree holders **continuing** from Fall 1992
- 388 **non-continuing** baccalaureate students who were enrolled in Fall 1992, but not continuing to Winter 1993
- 96 **new and returning** Winter 1993 bachelors degree holders (Returning students were defined as students with a minimum of one quarter interruption in attendance.)

The discussion below summarizes the survey responses which were received by February 24, 1993. The total response rate as of the cutoff date was 49%, with 45% of the non-continuing, 53% of the continuing, and 63% of the new and returning students completing questionnaires.[2] The responses are shown in the sample surveys in the appendices. The continuing samples' responses are in Appendix A, and the responses of the new and returning baccalaureate students are in Appendix B. The summary of information for the non-continuing respondents appear in Appendix C.

To find whether the respondents were representative of all baccalaureate students, each of the three groups of respondents was compared with the populations which they represented. Continuing and new and returning with students bachelor degree were compared with those of all bachelors degree students

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[2] The overall response rate was up to 52 percent. The response rates according to sample were as follows: 65% for new and returning students, 56 percent for continuing students, and 50 percent for non-continuing students. The responses of the late-returning surveys did not substantially change the results reported in this summary.

who were enrolled in Winter 1993. Non-continuing baccalaureate students were contrasted with their counterparts who were enrolled in Fall 1992. Chi-squares performed according to gender and ethnicity and t -tests comparing mean ages and grade point averages revealed no significant differences between respondents and the population which they represented. The respondents to each of the three surveys were, thus, found to be representative of all continuing, new and returning, and non-continuing students with bachelors degrees.

Continuing Respondents

The continuing respondents tended to be evening students who were employed. Nearly 55 percent of the respondents took only evening classes. Over half (57%) of the continuing respondents indicated that they were employed either full- or part-time.

They took a variety of classes, and 42 percent were enrolled in occupational major programs. The three vocational programs enrolling the greatest number of continuing respondents were nursing, accounting, and real estate. Other courses taken by continuing respondents included the entire spectrum of college courses, but business classes were by far the most frequently mentioned.

Forty percent of Chaffey's continuing respondents graduated from the California State University (CSU) system, and 10 percent earned degrees from the University of California (UC). Since 46 percent of the respondents had received their degrees from either an out-of-state institution or a California private college or university, however, almost half of the respondents had not acquired their undergraduate educations at the expense of California taxpayers.

Although only five percent of the continuing respondents received financial assistance from their employers to help offset college fees, the majority had annual

household incomes of $30,000 or higher. Forty-four percent of the continuing respondents indicated that their household incomes were $40,000 or higher.

Comments made by continuing respondents, however, reflect their dissatisfaction with increased fees:

> Lower fees! I think it is awful that people who love to learn are being penalized for having a degree. What difference does it make how much we learned before. It is like an education tax and I believe it is very unfair! If I did not have my exemption it would be impossible for me to continue my education.
>
> I am a divorced woman with a 3-year-old daughter and am trying to go to nursing school (currently working on prerequisites). I do have a bachelors degree, but there should be some help for women in my situation to get assistance.
>
> Encourage, rather than penalize (with higher and higher fees), continuing education on the part of degreed students. Their presence on the campus makes a significant contribution to a mature academic environment, and their educational needs are no less real than those of undergraduates.

New and Returning Respondents

Only 30 percent of the new or returning respondents were enrolled in occupational major programs, and these students were distributed among a variety of the college's vocational programs. The occupational programs in which more than 10 percent of the new or returning respondents were enrolled included real estate, radiologic technology, office technology, and computer information systems. Like the continuing respondents, a sizable portion (20%) of the new and returning students were also enrolled in business classes.

The new or returning respondents tended to be employed, attending Chaffey as evening students. Over two-thirds (69%) of these students were employed either full- or part-time. Sixty percent of the new or returning respondents were exclusively evening students.

The respondents in this group were slightly more likely than the other respondents to have financial assistance for educational expenses from their employers. Five percent had their educational expenses fully paid or received reimbursement from their employers, and eight percent received partial payment from their employers.

The majority of the new or returning respondents had household incomes over $35,000. Forty-seven percent had incomes of at least $40,000.

The students in the returning and new respondent group were most likely to have earned their bachelors degree from a private, baccalaureate-granting institution in California or at an out-of-state school. Over half (56%) had earned their degrees at schools not in the California higher educational system. Forty percent earned degrees from the CSU system, and only three percent had graduated from a UC campus.

The following statements made by new and returning respondents are typical of the opinions expressed by the respondents in this group:

> Have lower rates for life enrichment.
>
> I hope that this state differential fee would be waived for under-employed students who have B.A. degrees. Right now, the reason why I went back to school was to be able to attain some courses that would help me be employed on a full-time basis. However, with the increase in fee, I'm not even sure whether I'm going to be able to enroll next quarter.
>
> I am very satisfied and feel quite welcome by students, faculty and administration. I am also retired (65).

Non-continuing Respondents

Slightly more than a third (35%) of the non-continuing respondents indicated that they had been enrolled in occupational major programs. Almost a fourth (23%) of those enrolled in occupational major programs had been enrolled in the real

estate program. The vocational programs with the next largest enrollments were computer information systems and accounting. Like the other respondents, this group of former students indicated that the other classes they were most likely to take were business classes.

Like the other two respondent groups, they had been predominantly evening-only students, had paid their own college expenses, and were currently employed either full-time or part-time. Sixty-two percent had attended only evening classes at Chaffey, and only nine percent had been fully or partially reimbursed for their college expenses by their employers. Nearly three-quarters (73%) of the non-returning respondents were currently employed either full- or part-time, and 60 percent of them were employed full-time.

The non-continuing respondents were the most likely to have degrees from California public institutions. Forty-eight percent were CSU graduates, and 12 percent had earned degrees from UC. Almost 40 percent had attended private, baccalaureate-granting institutions in California or out-of-state schools.

Although 47 percent reported total annual household incomes of $40,000 or more, non-continuing respondents indicated that increased fees had led them to discontinue their studies at Chaffey. When asked why they were no longer enrolled at Chaffey College, only 6 percent indicated that they had achieved their educational objectives. Almost two-thirds (65%) responded that the new fees made college too expensive. As one desperate respondent stated:

> I was laid off at my last job in May '90. Since then I have worked temporary jobs when I can get them...I own a house that I can't afford to sell but was barely able to keep up with the low tuition. I am working in accounting, and as my degree is in geography, it is no help. I have taken accounting through Cal Poly but now I need some lower division classes before I take more accounting. I was hoping I would have a job by the time I was ready for Cal Poly but now I need one before I even return to Chaffey.

The respondents in this group were very apt to express their opinions about the fee increase. Typical comments made by non-continuing respondents include the following:

> I needed to take courses in order to re-educate myself. However, the new fees for students with Bachelor's Degrees were too expensive. I cannot afford college at this time.
>
> Do you think it viable to add an exemption for senior citizens? Expect them to pay the same fees as non-degreed students.
> Readjust the fees. My only goal is to be able to attend College.
> Improving my English skill is the only thing I need to enter the work force. Coming from another country is the hardest thing I have done. I want to learn. I want to better myself in becoming a productive work force in the society. I feel that the fee increase stops my dream. Our income is high, but we have debts, my daughter was very sick and we had to spend $26,000 (non-tax deductible) in one year.
>
> I think you do a great job. The increase in fees, however, has caused me to hold off and reevaluate pursuing a second degree.

Fee Waivers

The majority of the respondents were unaware that some students with bachelors degrees were exempt from the differential fee. As shown in Table 3, only 27 percent of the new and continuing respondents and 35 percent of the non-continuing respondents, knew that fee waivers were available. Over half of the continuing respondents (51%), however, were aware of fee exemptions.

TABLE 3

Knowledge of Exemptions

Continuing Respondents	51%
New and Returning Respondents	27%
Non-continuing Respondents	35%

Less than a third of all respondents believed that they might qualify for an exemption from the educational fee, and few of the respondents had applied for a fee waiver. As can be seen below, in Table 4, proportionately more continuing respondents (33%) thought they qualified for fee waivers. An almost equal percentage (32%) had actually applied for exemptions. .

TABLE 4

Percentages of Each Sample Qualifying For and Applying For Exemptions

	Continuing Respondents	New and Returning Respondents	Non-Continuing Respondents
Qualify for an exemption	33%	29%	12%
Applied for an exemption	32%	17%	7%

Non-continuing respondents were more pessimistic than the other two groups about their chances of qualifying for and receiving an educational exemption. Survey respondents reported that they received little or no useful information from the college staff regarding differential fee exemptions. Students were also critical of the narrow specifications of the exemptions. The comments of two survey respondents are indicative:

> I have found livable employment using my B.S. in Social Science from Cal Poly Pomona. I only earn $1000 a month as a Home Health Aide. The majority of my income is spousal and child support, which is temporary. I am a displaced homemaker but don't qualify as one because I am working even though it hasn't been for very long. I've only been working full-time since July, 1992. The definition of displaced homemaker is too narrow.

> Unfortunately, I fall "in between the cracks" for the exemption. I'm on Social Security Disability, which is not covered. This should be! Just

because I have a degree shouldn't discriminate me from trying to get employment by updating my skills. One might expect that non-continuing students would have dropped out because they were less able to afford the higher fees. However, 50% of the non-continuing respondents reported household incomes of $40,000 or more.

CONCLUSIONS

This research effort indicates that students with bachelors degrees are less likely to enroll in Chaffey College classes with differential fees. The baccalaureate enrollment dropped by 44 percent the quarter the differential fee was instituted.

This drop in enrollment at Chaffey was almost midway between the 48 percent decline predicted by the Los Rios Community College District and the 38 percent drop suggested by San Joaquin Delta College. Spring enrollment information at these colleges in the Sacramento area, however, indicates that the actual drop in baccalaureate attendance was not as extreme as had been predicted. Perhaps because new students enrolled to offset some of their counterparts who had withdrawn, the actual declines in baccalaureate enrollment were 40 percent in the Los Rios district colleges (Jones, Lee, and Pagtalanan, 1993) and 25 percent at San Joaquin Delta College (Evans, 1993). Chaffey's enrollment decline was, thus, actually greater than at the other schools.

At Chaffey male degree holders were found to be more deterred by the differential fee than female baccalaureate students. Students' ethnicity, age, educational goals, or academic ability did not seem to be relevant factors in students' enrollment decisions, although African-American students with bachelors degrees may have been more likely than other minority baccalaureate students to enroll in spite of fee increases.

In spite of letters informing students about fee waivers, most respondents indicated that they were unaware of exemptions. Continuing respondents were the most likely to be aware of fee exemptions; slightly over half of these students noted that they were aware of fee waivers.

Most respondents, however, did not feel that they would qualify for a waiver and had not applied for a waiver. Apparently, the majority of baccalaureate

students feel that they are ineligible for waivers. This is especially true of the students who elect not to continue classes at Chaffey; only a small percentage of the non-continuing respondents felt that they qualified.

Questionnaire responses and comments leave no doubt about how respondents feel about the fee increase. Two-thirds of the non-continuing respondents indicated that the reason that they were no longer enrolled was because new fees make college too expensive. The written comments of continuing, new and returning, and non-continuing baccalaureate students reflect their outrage towards the fee increase. Respondents generally feel that they are being unfairly penalized for their previous education, and respondents' income does not appear to affect this feeling. Half of the non-continuing students reported household incomes of $40,000 or more, and almost half of the continuing and new and returning students also reported incomes of this level.

Between 25 and 39 percent of the respondents indicated they were enrolled in occupational major programs. The vocational programs enrolling the greatest number of survey respondents were accounting, computer information systems, nursing, radiologic technology, and real estate. Respondents were also likely to have enrolled in business classes. Baccalaureate respondents tended to be employed either full- or part-time, and 60 percent of the respondents were exclusively evening students.

Respondents tended to be either graduates of the CSU system or institutions that were not California public universities. Between 40 and 47 percent of the respondents in each sample were graduates of the CSU system. Another 40 to 55 percent of the respondents had received their degrees from California private institutions or out-of-state colleges or universities, and, thus, had not previously received degrees at California taxpayer expense.

The majority appear to have substantial household incomes, but household income alone fails to tell us about the number of people in a household or family expenses. It is, thus, not possible to conclude that all baccalaureate students have adequate resources to pay the differential fee.

California policy makers might do well to look to New York for a model to handle equitable student fees. Although CUNY and SUNY fees have practically doubled recently, enrollments at New York's community colleges have grown. This growth has been attributed to generous student aid for low-income students (Freedberg, 1992). Increased student aid, based on family income, the number of people in a student's household, and demonstrated financial need would cushion the blow for students who do not meet the current criteria for fee waivers and yet are hard-pressed to meet the costs of the differential fee.

APPENDIX A

CONTINUING STUDENT SURVEY RESPONSES

Chaffey College
Institutional Research

SURVEY OF BACCALAUREATE DEGREE STUDENTS
Winter 1993
(N=146)

Dear Continuing Student:

Chaffey College is interested in how the new State Differential Fee is affecting our students with bachelor's degrees.

We would greatly appreciate your taking the time to complete this brief survey. Your answers to the following questions will help us to better serve students like you. Your responses will be entirely confidential; information will be used for research purposes only. Please feel free to add any additional comments.

Sincerely yours,

Jerry Young
President

1. Are you enrolled in an occupational major program?
   No 84 58% Yes 60 42%
   If Yes, which program? (% based on yes responses only)

a.	Accounting.	10	17%
b.	Art	5	8%
c.	Automotive Technology	2	3%
d.	Aeronautics	2	3%
e.	Broadcasting	0	0%
f.	Business Administration	2	3%
g.	Certified Shorthand Reporter	1	2%
h.	Child Development	1	2%
i.	Communication Studies	0	0%
j.	Computer Information Systems	3	5%
k.	Correctional Science	0	0%
l.	Dental Assisting	0	0%
m.	Drafting	1	2%
n.	Electronics/Electricity	1	2%
o	Home Economics	0	0%
p.	Hotel and Food Service Management	1	2%
q	Interior Design	1	2%
r.	Music	1	2%
s	Nursing: ADN	10	17%
t.	Nursing: LVN	1	2%
u.	Office Technology	1	2%
v.	Photography	3	5%
w.	Radiologic Technology	4	7%
x	Real Estate	5	8%
y	Other: please specify (Various)	5	8%

2. In what other types of courses are you enrolled?
   (Check all that apply)

a.	Art	12	8%
b.	Biological Sciences (biology, zoology, etc.)	18	12%
c.	Business/Computer Science/ Management	26	18%
d.	Child Development	1	1%
e.	English/Communication	4	3%
f.	Foreign Language	12	8%
g.	History/Philosophy	3	2%
h.	Home Economics	5	3%
i.	Mathematics/Statistics	12	8%
j.	Music	6	4%
k.	Physical Education	4	3%
l.	English as a Second Language	1	1%
m.	Physical Sciences (chemistry, physics, etc.)	9	6%
n.	Social Sciences (economics, sociology etc.)	7	5%
o.	Theater Arts	6	4%
p.	Other: please specify (Various)	15	10%

3. What is your current employment status?

a.	Employed full-time	65	45%
b.	Employed part-time	18	12%
c.	Full-time military service		
d.	Unemployed, but seeking work	38	26%
e.	Unemployed, not seeking work	24	17%
	No Response	1	1%

4. When are your classes scheduled?

a.	During the day (mornings and afternoons)	33	23%
b.	Mornings only (begin before 12:00)	4	3%
c.	Afternoons only (begin 12:00 or later)	5	3%
d.	Evenings only (begin 5:00 p.m. or later)	75	51%
e.	Both day and evening	20	14%
f.	Weekends	2	1%
No Response		7	5%

5. What type of college or university granted your bachelor's degree?

a.	University of California	14	10%
b.	California State University	59	40%
c.	California Private Institution	18	12%
d.	Out-of-state Public University	33	23%
e.	Out-of-state Private Institution	16	11%
No Response		6	4%

6. Are your educational expenses offset or reimbursed by your employer?

a.	Fully paid for/reimbursed	1	1%
b.	Partially paid for/reimbursed	6	4%
c.	No financial assistance from employer	80	55%
d.	Not applicable/not employed	52	36%
No Response		7	5%

7. What is the approximate total annual income of your household?

a.	$4,999 or less	9	6%
b.	$5,000 - $9,999	10	7%
c.	$10,000 - $14,999	10	7%
d.	$15,000 - $19,999	4	3%
e.	$20,000 - $24,999	13	9%
f.	$25,000 - $29,999	10	7%
g.	$30,000 - $34,999	11	8%
h.	$35,000 - $39,999	7	5%
i.	$40,000 or more	64	44%
No Response		8	6%

8. Are you aware that some students with bachelor's degrees are exempt from the new $33 per quarter unit differential fee?

No	68	49%
Yes	70	51%

9. Do you think that you qualify for an exemption?
No 88 67% Yes 44 33%
If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	24	55%
b.	Displaced homemaker	8	18%
c.	Student on public assistance (AFDC, SSI, etc.)	11	25%
d.	Student paying nonresident tuition	1	2%

10. Have you applied for an exemption?
No 60 68% Yes 28 32%
If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	14	50%
b.	Displaced homemaker	2	7%
c.	Student on public assistance (AFDC, SSI, etc.)	12	43%
d.	Student paying nonresident tuition	0	0%

11. What can Chaffey College do to better serve you and your fellow students ?

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THANK YOU FOR ANSWERING THIS SURVEY!

Please return this form in the postage paid envelope as soon as possible.

APPENDIX B

NEW AND RETURNING STUDENT SURVEY RESPONSES

Chaffey College
Institutional Research

SURVEY OF BACCALAUREATE DEGREE STUDENTS
Winter 1993
(N=60)

Dear New or Returning Student:

Chaffey College is interested in how the new State Differential Fee is affecting our students with bachelor's degrees.

We would greatly appreciate your taking the time to complete this brief survey. Your answers to the following questions will help us to better serve students like you. Your responses will be entirely confidential; information will be used for research purposes only. Please feel free to add any additional comments.

Sincerely yours,

Jerry Young
President

1. Are you enrolled in an occupational major program?
   No 41 70% Yes 18 30%
   If Yes, which program? (% based on yes responses only)

a.	Accounting.	1	6%
b.	Art	1	6%
c.	Automotive Technology	0	0%
d.	Aeronautics	1	6%
e.	Broadcasting	0	0%
f.	Business Administration	0	0%
g.	Certified Shorthand Reporter	0	0%
h.	Child Development	1	6%
i.	Communication Studies	0	0%
j.	Computer Information Systems	2	11%
k.	Correctional Science	1	6%
l.	Dental Assisting	0	0%
m.	Drafting	1	6%
n.	Electronics/Electricity	0	0%
o	Home Economics	0	0%
p.	Hotel and Food Service Management	0	0%
q	Interior Design	0	0%
r.	Music	0	0%
s	Nursing: ADN	0	0%
t.	Nursing: LVN	0	0%
u.	Office Technology	2	11%
v.	Photography	1	6%
w.	Radiologic Technology	2	11%
x	Real Estate	3	17%
y	Other: please specify (Various)	2	11%

2. In what other types of courses are you enrolled? (Check all that apply)

a.	Art	4	7%
b.	Biological Sciences (biology, zoology, etc.)	1	2%
c.	Business/Computer Science/ Management	12	20%
d.	Child Development	0	0%
e.	English/Communication	4	7%
f.	Foreign Language	3	5%
g.	History/Philosophy	3	5%
h.	Home Economics	1	2%
i.	Mathematics/Statistics	4	7%
j.	Music	3	5%
k.	Physical Education	1	2%
l.	English as a Second Language	0	0%
m.	Physical Sciences (chemistry, physics, etc.)	4	7%
n.	Social Sciences (economics, sociology etc.)	4	7%
o.	Theater Arts	1	2%
p.	Other: please specify (Various)	3	5%

3. What is your current employment status?

a.	Employed full-time	31	51%
b.	Employed part-time	11	18%
c.	Full-time military service	0	0%
d.	Unemployed, but seeking work	13	22%
e.	Unemployed, not seeking work	4	7%
	No response	1	2%

4. When are your classes scheduled?

a.	During the day (mornings and afternoons)	6	10%
b.	Mornings only (begin before 12:00)	2	3%
c.	Afternoons only (begin 12:00 or later)	6	10%
d.	Evenings only (begin 5:00 p.m. or later)	36	60%
e.	Both day and evening	5	8%
f.	Weekends	3	5%
No Response		2	3%

5. What type of college or university granted your bachelor's degree?

a.	University of California	2	3%
b.	California State University	24	40%
c.	California Private Institution	13	22%
d.	Out-of-state Public University	10	17%
e.	Out-of-state Private Institution	10	17%
No Response		1	2%

6. Are your educational expenses offset or reimbursed by your employer?

a.	Fully paid for/reimbursed	3	5%
b.	Partially paid for/reimbursed	5	8%
c.	No financial assistance from employer	36	60%
d.	Not applicable/not employed	16	27%

7. What is the approximate total annual income of your household?

a.	$4,999 or less	5	8%
b.	$5,000 - $9,999	1	2%
c.	$10,000 - $14,999	4	7%
d.	$15,000 - $19,999	2	3%
e.	$20,000 - $24,999	8	13%
f.	$25,000 - $29,999	4	7%
g.	$30,000 - $34,999	3	5%
h.	$35,000 - $39,999	5	8%
i.	$40,000 or more	28	47%

8. Are you aware that some students with bachelor's degrees are exempt from the new $33 per quarter unit differential fee?

No	44	73%
Yes	16	27%

9. Do you think that you qualify for an exemption?
No 41 71% Yes 17 29%
If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	10	59%
b.	Displaced homemaker	3	18%
c.	Student on public assistance (AFDC, SSI, etc.)	2	12%
d.	Student paying nonresident tuition	1	6%
Answered Yes, but did not specify program		1	6%

10. Have you applied for an exemption?
No 33 83% Yes 7 17%
If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	4	57%
b.	Displaced homemaker	1	14%
c.	Student on public assistance (AFDC, SSI, etc.)	2	29%
d.	Student paying nonresident tuition	0	0%

11. What can Chaffey College do to better serve you and your fellow students ?

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THANK YOU FOR ANSWERING THIS SURVEY!

Please return this form in the postage paid envelope as soon as possible.

APPENDIX C

NON-CONTINUING STUDENT SURVEY RESPONSES

Chaffey College
Institutional Research

SURVEY OF BACCALAUREATE DEGREE STUDENTS
Winter 1993
(N=174)

Dear Former Student:

Chaffey College is interested in how the new State Differential Fee affects individuals with bachelor's degrees.

We would greatly appreciate your taking the time to complete this brief survey. Your answers to the following questions will help us to better serve our community. Your responses will be entirely confidential; information will be used for research purposes only. Please feel free to add any additional comments.

Sincerely yours,

Jerry Young
President

1. Were you enrolled in an occupational major program at Chaffey College?
   No 108 64% Yes 61 36%
   If Yes, which program? (% based on yes responses only)

a.	Accounting.	6	10%
b.	Art	3	5%
c.	Automotive Technology	1	2%
d.	Aeronautics	0	0%
e.	Broadcasting	0	0%
f.	Business Administration	3	5%
g.	Certified Shorthand Reporter	2	3%
h.	Child Development	3	5%
i.	Communication Studies	0	0%
j.	Computer Information Systems	10	16%
k.	Correctional Science	0	0%
l.	Dental Assisting	0	0%
m.	Drafting	0	0%
n.	Electronics/Electricity	4	7%
o	Home Economics	0	0%
p.	Hotel and Food Service Management	1	2%
q	Interior Design	0	0%
r.	Music	0	0%
s	Nursing: ADN	4	7%
t.	Nursing: LVN	1	2%
u.	Office Technology	1	2%
v.	Photography	2	3%
w.	Radiologic Technology	0	0%
x	Real Estate	14	23%
y	Other: please specify (Various)	5	8%
	Answered Yes, but did not specify program	1	2%

2. In what other types of courses were you enrolled? (Check all that apply)

a.	Art	19	11%
b.	Biological Sciences (biology, zoology, etc.)	15	9%
c.	Business/Computer Science/ Management	64	37%
d.	Child Development	5	3%
e.	English/Communication	16	9%
f.	Foreign Language	20	12%
g.	History/Philosophy	12	7%
h.	Home Economics	8	5%
i.	Mathematics/Statistics	15	9%
j.	Music	2	1%
k.	Physical Education	14	8%
l.	English as a Second Language	4	2%
m.	Physical Sciences (chemistry, physics, etc.)	8	5%
n.	Social Sciences (economics, sociology etc.)	13	8%
o.	Theater Arts	5	3%
p.	Other: please specify (Various)	18	10%

3. What is your current employment status?

a.	Employed full-time	105	60%
b.	Employed part-time	22	13%
c.	Full-time military service		
d.	Unemployed, but seeking work	26	15%
e.	Unemployed, not seeking work	19	11%
	No Response	2	1%

4. When were your classes scheduled?

a.	During the day (mornings and afternoons)	18	10%
b.	Mornings only (begin before 12:00)	6	3%
c.	Afternoons only (begin 12:00 or later)	10	6%
d.	Evenings only (begin 5:00 p.m. or later)	107	62%
e.	Both day and evening	28	16%
f.	Weekends	4	2%
No Response		1	1%

5. What type of college or university granted your bachelor's degree?

a.	University of California	21	12%
b.	California State University	82	48%
c.	California Private Institution	23	13%
d.	Out-of-state Public University	30	17%
e.	Out-of-state Private Institution	16	9%
No Response		2	1%

6. Were your educational expenses offset or reimbursed by your employer?

a.	Fully paid for/reimbursed	6	3%
b.	Partially paid for/reimbursed	11	6%
c.	No financial assistance from employer	127	73%
d.	Not applicable/not employed	29	17%
No Response		1	1%

7. What is the approximate total annual income of your household?

a.	$4,999 or less	5	3%
b.	$5,000 - $9,999	5	3%
c.	$10,000 - $14,999	9	5%
d.	$15,000 - $19,999	12	7%
e.	$20,000 - $24,999	16	9%
f.	$25,000 - $29,999	9	5%
g.	$30,000 - $34,999	11	6%
h.	$35,000 - $39,999	15	9%
i.	$40,000 or more	81	47%
No Response		11	6%

8. Are you aware that some students with bachelor's degrees are exempt from the new $33 per quarter unit differential fee?

No	112	65%
Yes	60	35%

9. Do you think that you qualify for an exemption?

No 143 88% Yes 20 12%

If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	12	60%
b.	Displaced homemaker	1	5%
c.	Student on public assistance (AFDC, SSI, etc.)	1	5%
d.	Student paying nonresident tuition	3	15%
Answered Yes, but did not specify program		3	15%

10. Have you applied for an exemption?

No 90 93% Yes 7 7%

If Yes, which exemption? (% based on yes responses only)

a.	Dislocated worker	5	71%
b.	Displaced homemaker	0	0%
c.	Student on public assistance (AFDC, SSI, etc.)	0	0%
d.	Student paying nonresident tuition	1	14%
Answered Yes, but did not specify program		1	14%

11. Why are you no longer enrolled at Chaffey?

a.	I completed my educational objective .	12	7%
b.	New fees make college too expensive.	102	59%
c.	I plan to stop out and re-enroll at a later time.	31	18%
d.	I have enrolled/will enroll at:		
	University of California campus	3	2%
	California State University campus	7	4%
	California Private Institution	5	3%
	Out-of-state Public University	0	0%
	Out-of-state Private Institution	0	0%
	Another California community college	1	1%
	Other: please specify (Various)	10	6%
	No Response	3	2%

12. What can Chaffey College do to better serve you and your fellow students ?

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THANK YOU FOR ANSWERING THIS SURVEY!

Please return this form in the postage paid envelope as soon as possible.

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